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1918

THE NORMAL QUARTERLY
OF THE
STATE NORMAL SCHOOL
NATCHITOCHES, LOUISIANA

Correspondence Study

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No. 4

THE NORMAL QUARTERLY
OF THE
STATE NORMAL SCHOOL
NATCHITOCHES, LOUISIANA

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General Regulations
of
Correspondence Study

Syllabi of Courses

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MISS ELIZABETH TEEGARTEN, *First Grade Critic Teacher*

Correspondence Study

INTRODUCTION

For many years the University of Chicago has offered regular courses by correspondence, giving full credit for work successfully completed. Peabody College for Teachers is serving ambitious students in the same way. The Michigan State Normal College at Ypsilanti, and the State Normal School at Warrensburg, Missouri, are carrying on similar work with a continually widening circle of students.

So, correspondence study had long passed the experimental stage when the Louisiana State Normal School began giving such work in the academic year of 1917-1918. The unprecedented situation in public school education for the year 1918-1919 makes opportune the enlargement of correspondence study, and it is hoped that the Normal may render a real service to the teachers of the State, and through them to the general cause of education.

It is not the purpose of correspondence study to discourage study in residence. Quite the contrary, it is believed that many who thus become interested in furthering their professional standing will be led to avail themselves of residence study. In residence the student comes into personal contact with teachers and a large body of students. The constant contact with scholarly and cultured people has always been looked upon as a prime factor in the rounded education of young people.

However, to quote the *University of Texas Bulletin*, “. . . correspondence study offers substantial advantages. In correspondence instruction the teaching is entirely individual; each student, no matter how diffident or how lacking in aggressiveness, comes into individual relation with the instructor in a way impossible in the crowded class-room. He recites the whole of every lesson with a consequent advantage to himself that is obvious. Full opportunity is given to discuss all difficulties in writing, and this written discussion in itself affords valuable training. Further, a correspondence student is not

hampered by the usual time regulations; he may take up a study at his convenience without awaiting the fixed date of a college term."

General Regulations

All correspondence work is in charge of a committee of the faculty: Dr. Cooley, Mr. Guardia, Miss Raymond. All communications in regard to correspondence work should be addressed to the State Normal School, but marked *Correspondence Study*.

Each correspondence course is designated as equivalent to the corresponding residence course and contains therefore a definite amount of work, the number of lessons into which the course is divided being incidental. Only courses offered in residence are given by correspondence.

Not more than one-fourth of the work required for graduating from the Normal School may be done by correspondence.

No courses are offered in subjects requiring laboratory work.

No elementary courses in foreign languages are offered.

Not more than one unit in practice teaching may be earned by correspondence.

A student may begin a course for which he is prepared at any time, but not take more than two courses at one time.

Students are expected to complete the courses for which they enroll within one academic year, nine months.

A student who, for any reason, does not report either by lesson or by letter within a period of ninety days may thereby forfeit his fee and right to further instructions in the course.

In order to secure credit for a correspondence course, the student must pass a final examination on it within thirty days from the time he finishes the lesson work. Examinations are given at the Normal, or elsewhere under supervision approved by the Normal, preferably the Superintendent of the parish where the student resides.

Special Regulations

The tuition fee is \$10 for each unit course, \$5 for each half unit course, payable in advance.

The student is required to enclose postage for each communication from the teacher.

Textbooks may be secured from the Normal Book Store, at publishers' prices, plus postage. For postage and for the price of books not priced in this Bulletin, the student should be sure to enclose enough—anything more will be returned in stamps with the book. At the end of the course the student may return any book in good condition, and receive a seventy-five per cent refund. Address all communications regarding textbooks to the NORMAL BOOK STORE.

Books from the library are sent on request of the instructor and are to be returned in good condition at the student's expense. Students should note the date on which the book is to be returned, as a fine of five cents per day is charged for holding a book beyond that date. *But more important than the fine is keeping a book from circulation.*

All correspondence courses are of college grade; hence, to be eligible to credit, a student taking correspondence courses must conform to the entrance requirements of the Normal, which are briefly:

1. Graduation from an approved high school.
2. Graduation from an academy approved by the State Department of Education.
3. A first grade certificate, plus certain additional high school units.

A prospective student who has not matriculated at the Normal should submit credentials for such accrediting.

Students who have spent at least the first four weeks of a term at the Normal, and are compelled to leave, may finish the work begun, by correspondence. The fee in such a case is proportional to the time required to finish the courses in residence.

How to Begin and How to Continue Correspondence Study

Select the course which you desire to take and write the State Normal School, Correspondence Study, enclosing the fee for instruction. Write the Normal Book Store, enclosing price of textbooks and enough to cover postage. (Any amount over cost and postage will be returned in stamps with the book.) The teacher who is to supervise the course will at once send out the first list of questions and special directions.

Go to work systematically. A little work each day is better than a large amount crowded into a single sitting. Attack the hard parts again and again. Meditate, organize. Remember that "genius develops in solitude." Do not ask anyone for help—except your teacher. Do not show your papers to anyone—they are *strictly private and should be so treated*.

Having done your best, report to your teacher, in neat, worthy form. Outline, or in some other way organize each lesson, as a basis for frequent reviews. These reviews may profitably be made after you have sent in a recitation and before you have received the next set of questions. *Keep at it. Do not be discouraged.*

Having reviewed carefully all lessons preparatory to taking the final examination, present yourself promptly before the person who is to conduct the examination. Have plenty of your own paper, a well-filled fountain pen, a pencil in reserve. The examination should take three hours. Go over the material carefully before handing it to the supervising authority, to whom you should present, with your papers, a stamped, document size, envelope addressed to your teacher. The supervisor encloses your papers with his certificate of supervision, and mails both. Within a week or ten days you should receive from your teacher a statement as to the final result of the course.

Departments of Instruction

Syllabi of Courses

Agriculture 4. SOUTHERN FARM CROPS. 1 unit. MR. GRAYBILL.

This course is designed to give the student such a knowledge of the common crops of the South as will make possible a material enrichment of instruction in the various subjects usually taught in the rural school. The study comprises a brief history of crop productions and a classification of economic crops according to use. Corn, rice and other cereals, legumes, including peanuts, sorghums and other forage crops, sugar cane and cotton are studied with reference to their origin and history, botanical character and relationships, improvement of the plant, climate and soil requirements of the crop, growing, harvesting and storing or marketing of the crop, and control of insect pests, fungus diseases and other enemies. In the study of the growing of a certain crop the student notes the relation which root development, stalk growth and consumption of moisture bear to planting and cultural practice, and the relation of cultivation to weed control and the conservation of moisture. The principles and practice of crop rotations, crop acreages, yields and values for Louisiana as compared with other States, and crop prices and crop movements in the large markets receive discussion. Much excellent collateral material supplements the text. The completion of this course gives the student a more intelligent appreciation of many important activities of rural people.

Textbook: Duggar's *Southern Field Crops*, \$1.75.

Agriculture 5. ANIMAL HUSBANDRY. 1 unit. MR. GRAYBILL.

This course comprises a study of the various classes of farm animals, the types and the breeds, the uses which different classes of farm animals serve, the relation of form to function in the different types of cattle, sheep, poultry and other classes of livestock; and the ideal in shape, size, color, temperament and productive capacities for each important breed among the different types. Origin, development, characteristics and adaptability are studied for each of the important breeds of beef cattle, dairy cattle, draft horses, sheep, swine and other animals. Common physical defects and deficiencies are studied with reference to their detection, and the principles which govern the judging and selection of animals, livestock improvement, proper feeding and intelli-

gent care and management receive due consideration. The raising of young stock, such as calves, pigs and chickens, the prevention of disease by sanitation, market demands and market classes and grades of farm animals and the status of the livestock industry in Louisiana also are covered in this course.

Textbook: Harper's *Animal Husbandry for Schools*.

Education 3. PRINCIPLES OF TEACHING. 1 unit. MR. WHISENHUNT.

This course begins with a study of the child's natural method of getting knowledge, the nature of his early knowledge, and the use he makes of it. This leads to a consideration of what teaching needs to be, its aims and method, the types of lessons, and the planning of each type. To make these studies as concrete as possible frequent visits are made to the rooms of expert teachers, where the inductive, deductive, appreciation and drill lessons are demonstrated. After each observation the student discusses the teacher, the children, the relation between them, and the type of lesson observed. Other topics studied in this course are: the physical welfare of children; purposes of and considerations necessary for a good recitation; assignments; teaching children how to study; questions, and class control.

Textbooks: Strayer's *Brief Course in the Teaching Process*, \$1.25; McMurry's *Method of the Recitation*, 90 cents.

Prerequisite: Psychology 1.

Education 5. PRINCIPLES OF SECONDARY EDUCATION. MR. WHISENHUNT.

A study of the purposes and history of secondary education forms the introduction to this course. Consideration is then given to the nature and needs of adolescent boys and girls. From these studies are derived the principles which determine the subjects to be studied in the high school, the qualifications of high school teachers, and the method of high school instruction. Attention is then given to the causes and prevention of failures, retardation, and elimination, of high school students. Seeking solutions for these problems, the psychology of high school subjects, methods of developing and maintaining mental hygiene of the adolescents, and teaching high school boys and girls how to study, are some of the fields of thought surveyed.

Textbook: Judd's *Psychology of the High School Subjects*, \$1.60.

Prerequisites: Six units in Education.

Education 6. COMPARATIVE SECONDARY EDUCATION. 1 unit. DR. COOLEY.

This is a general introduction to high school education. The same grade of work in European schools is taken up, with aims, methods, teaching force, salaries, tenure of office, class and sex distinctions. American schools are traced through the academy and the union school to the firm establishment of the high school by the Kalamazoo decision. Then follows a study of these topics: Co-education; growing freedom from college control; broadening of the curriculum to meet democratic needs; the junior high school vocational guidance; the Fitchburg plan, and continuation schools; fraternities, moral and religious education; the business side of the high school, and relation to the common school; the California plan; the high school as a social center; club, guilds, art and music circles; parents' meetings. An attempt is made to keep the course in close touch with Louisiana rural and village conditions where the majority of teachers find service.

Textbooks: Hollister's *High School Administration*, \$1.75; Johnston's *The Modern High School*, \$1.75.

Prerequisites: Six units in education.

Education 7. SCHOOL LAWS AND MANAGEMENT. 1 unit. MR. ROY.

This course is made up of two parts: classroom management and the constitutional provisions and legislative enactments relating to education in the State of Louisiana. The course in classroom management deals chiefly with the following topics: Classroom routine, habit formation, the opening day and preparation for it, the daily program, fatigue, sanitary measures bearing on efficiency, punishment and discipline, attendance, attention, the Batavia system and the testing of results. Collateral readings.

The course in school laws covers those laws of the latest compilation which bear directly on the work of the teacher in and out of the classroom. Among these are: Articles of the Constitution relating to education; the general school law of Louisiana; the compulsory attendance law; manner of issuing bonds and voting special taxes; Sixteenth Sections as sources of school revenue; sanitary regulations concerning the schools; and laws relating to higher education in Louisiana.

Textbooks: Bagley's *Classroom Management*, \$1.50; *Louisiana School Laws*, latest compilation; *Sanitary Code of Louisiana*.

Prerequisites: Education 1, 2, 3.

Education 8. HISTORY OF MODERN EDUCATION. 1 unit. DR. COOLEY.

The educational meaning of the Renaissance is shown by a brief sketch of what the world of thought had lost from the pre-Christian days to the fifteenth century. The revival of letters is traced through their reduction to mere form, and the development of the disciplinary conception of education. The Reformation is studied as the inception of universal, State controlled, education. The counter-Reformation is viewed as a tribute to the effectiveness of education as a means of social control, and as the beginning of the modern teaching orders. Attention is called to the debt of secular education to the Christian Church in its various forms. The growing distrust of formal education and the demand for a more rational method is traced through the great education reformers: Milton, Montaigne, Bacon, Comenius, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, and Horace Mann. This gives the student a background for the appreciation of modern practical problems. American education is sketched through the early period, the development of the academies, the founding of colleges, the struggle for female education, and the expansion of education in the West. Education in the South is studied with its historic background in view, so that present problems are sympathetically understood. The course ends with a brief survey of the educational history of Louisiana, and forces now at work.

Textbooks: Monroe's *Brief Course in the History of Education*, \$1.25; Dexter's *History of Education in the United States*; Hoyt's *Studies in the History of Modern Education*.

Prerequisites: Three units in education.

Education 9. HISTORY OF ANCIENT EDUCATION. 1 unit. DR. COOLEY.

Primitive man is studied with reference to race, environment, customs, ceremonies, laws. Education is here seen in its simplest form. Chinese education is taken as a type for early civilized people, conscious of the past through literature. Such literature perpetuates culture by means of a school and a teaching class. Much attention is given to Greek education, as here civilization reached its highest pre-Christian level. The thought problems of our day were clearly foreshadowed by the Greeks. Their plan of education is suggestive to us. "No other phase of educational history has more significance for the student, or will better repay consideration of the means and methods adopted for securing the end." Jewish and Roman education are studied to note their contribution to the Christian Church through fusion with thought

elements from the Greeks. As the Church became the custodian of education, its activities are traced through the early schools, monastic foundations, scholastic controversies, founding of universities, and thus to the time of the Renaissance.

Textbooks: Monroe's *Brief Course in the History of Education*, \$1.25; Marrett's *Anthropology*.

Prerequisites: Three units in education.

Education 10, 11 or 12. TEACHING 1, 2 or 3. 1 unit. CRITIC TEACHERS.

One of the three credits in practice teaching required for graduation from the two-year Normal course may be made by correspondence. It is required that those who pursue this course shall be actively engaged in teaching one or more of the grades; that one of the subjects being taught in some one of the grades shall be carefully planned for eighteen weeks; and that the plans be written and sent to some member of the Normal Training School faculty. These plans should be sent two weeks before the subject matter which they contain is to be taught. That gives ample time for the criticisms and suggestions to be returned to the student teacher, so that she may profit by them as she teaches.

The actual work of the student-teacher in the school room and in the community will be supervised by members of the Normal School faculty and by the school authorities of the parish in which the school is located.

In addition to the teaching the student-teacher must give evidence of having done at least thirty hours of reading in the method of teaching the subject planned. Suggestions for the reading will be given by the critic teacher in charge of the course.

Prerequisites: Education 1, 2 and 3.

Education 21. TEACHING A RURAL SCHOOL. 1 unit. MR. GRAYBILL.

The history of the rural school, present-day conditions in rural schools, teacher pay and tenure of office, changes taking place in rural conditions, present needs in the physical, industrial, social, moral and religious rural life, relation of the rural school to changing conditions, the function and scope of the rural school, the unit for administration and rural school supervision, are topics in this course. Types of rural schools, the one-teacher school, consolidation and standardization of schools, the equipment and preparation of the teacher, improvement of school houses and grounds, organization of school work and school play, the course of study, the daily program, the school in relation to the activities of the

community, preventive aids and corrective measures in discipline, teaching methods for the rural school branches and plans for re-directing the work of the school, all are studied carefully. The church, Y. M. C. A., and State and Federal educational organizations are considered as agencies which may assist the rural school in its work. The text is supplemented by an abundance of helpful collateral material.

Textbook: Focht's *The Rural Teacher and His Work*, \$1.80.

**Education 30. ELEMENTARY EDUCATION. 1 unit. MR. WHISENHUNT.
DR. COOLEY, MISS NEWELL.**

This course is for those who have had no professional training, but are preparing to teach, or are now teaching. The personality of the teacher is first taken up—health, appearance, enthusiasm, voice, ideals. The following are then studied: Factors in the daily program, and simple problems in discipline; instincts and their relation to education; attention; interest; imitation; suggestion; the illustration and assignment of lessons; special methods in reading and arithmetic; play; moral education; vocational guidance; school buildings and grounds; the teacher's relation to supervisors; the state and education.

Textbooks: Phillips's *Fundamentals of Elementary Education*, \$1.25; McMurry's *Method of the Recitation*, 90 cents.

English 2. GRAMMAR FOR TEACHERS. 1 unit. MR. ALEXANDER.

This course aims to give the student an exhaustive basis of grammar, intended to serve as a foundation for the teaching of the subject. It comprises (a) a thorough study of the English sentence in its various structural and rhetorical possibilities; (b) the construction and use of every part of speech (in diagram form); (c) sentence analysis and synthesis; (d) use of idioms; (e) relative comparison of English to Latin and Greek grammar; (f) disputed constructions, and (g) usage of the best speakers and writers.

Textbook: Buhlig's *English Grammar*, \$1.15.

English 3. ENGLISH COMPOSITION. 1 unit. MRS. McVOY.

This course is designed to correct bad habits in writing, to give constant practice in written composition, and to set up standards of good usage. A great deal of attention is given to the formal side of sentence and paragraph structure, to the principles of unity, coherence, and emphasis. Essays by well-known authors

and articles in magazines are outlined and discussed; and the student is required to plan outlines for his own themes. Much stress is laid upon written work, and each essay or lesson written by the student is carefully corrected and returned with such comments as will be helpful. Especial emphasis is put upon punctuation and paragraph development.

Textbooks: Slater's *Freshman Rhetoric*; Wooley's *Handbook of Composition*, 80 cents.

English 4. SURVEY OF ENGLISH LITERATURE. 1 unit. MR. ALEXANDER.

A general survey of the gradual development of English literature from Beowulf to the twentieth century, from a historical, critical and first-hand literary view-point. Carefully selected masterpieces of all periods are studied and reported upon by way of written literary and critical appreciations based upon outlines especially designed for each type of literature studied. Besides, many minor works are gone over rapidly for the purpose of giving the student an impartial and thorough knowledge of each literary period, such as will serve him in presenting the subject to a class in an interesting and effective manner.

Textbooks: Newcomer-Andrew's *Twelve Centuries of English Prose and Poetry*, \$2.00; Greenlaw's *Syllabus*, \$1.25.

English 5. AMERICAN LITERATURE. 1 unit. MRS. WILLIAMSON.

A course which every patriotic American teacher should take. It gives the student a definite and appreciative knowledge of the masterpieces of American literature from the time of Captain Smith to the present day. The study is historical, critical and literary, especially planned to bring out that distinctiveness and individuality of American writers which has won for them a unique place among the world's master-authors. Particular attention is given to Southern writers, and extensive reading and reporting is required.

Textbooks: Bronson's *American Prose*, \$1.55; Bronson's *American Poetry*, \$1.55; Cairns' *History of American Literature*, \$1.50.

English 8. ROMANTIC POETRY. 1 unit. MR. ALEXANDER.

Studies in Byron, Shelley, Keats and Wordsworth. This course purposes to give the student a good conception of the gradual evolution of the modern or romantic school of poetry in England, in connection with the underlying causes of the movement. Particular attention is given to the masterpieces of the English romanticists

with a view to bringing out the social, political, literary and spiritual qualities therein. A good number of written critical reports is required.

Textbooks: *Shelly's Poems*, 45 cents; *Byron's Poems*, 45 cents; *Keat's Poems*, 45 cents; *Wordsworth's Poems*, 45 cents.

English 10. DEVELOPMENT OF THE DRAMA. 1 unit. MR. ALEXANDER.

This course is planned to give the student a bird's-eye view of the development of the drama from the time of the Greeks to Ibsen. The various representative characteristics in the constructive and philosophical make-up of each dramatic type are emphasized through the study of one play of each period. Reviews, critical estimates and analyses of plays required.

Textbooks: Brander Mathews's *Development of the Drama*, \$1.25; and *Chief European Dramatists*, \$1.25.

English 12. MODERN DRAMA. 1 unit. MR. ALEXANDER.

A course intended to give a more or less thorough acquaintance with the works of modern dramatists. Plays of representative French, Norwegian, Russian, English, and American playwrights are studied intensively and comparatively with a view of emphasizing the dominant technical and moral qualities of each group. Critical reporting and collateral reading are required.

Textbook: Brander Mathews's *Contemporary Dramatists*, \$1.25.

Fine Arts 1. PERSPECTIVE. $\frac{1}{2}$ unit. MISS HAUPT.

Parallel, rectangular, oblique and cylindrical perspective are taught, and the eye is trained to distinguish between appearance and facts of form. Fifty plates are to be drawn. A note-book on sculpture and architecture must be prepared, covering briefly the work of the early Egyptians, Greeks and Romans; the Byzantine, Romanesque, Gothic and Renaissance periods.

Textbook: Goodwill's *History of Art*.

French 8. HISTORY OF FRENCH LITERATURE. 1 unit. MISS HART.

This course is the prerequisite of courses 9, 10, 11 and presents a general survey of the French language from its origin, and its development through the centuries to the present time. A history of French literature is used as a basis for the course, with short reports and collateral readings dealing with the political, artistic,

literary and scientific activities of the French people during the principal periods of their literature.

Textbook: Duval's *Petite Histoire de la Littérature Française*.

Readings: Wright's *French Literature*, or Lanson's *Littérature Française*.

French 9. CLASSICAL DRAMA. 1 unit.

MISS HART.

A preliminary survey of the theater in French, with especial reference to the time of Corneille, is followed by a study of the ideas and dramatic construction of the stage from the nineteenth century to the present day.

Tragedies to be read: Corneille's *Le Cid*, Racine's *Esther*, Voltaire's *Zaire*, Hugo's *Hernani*; Rostand's *Cyrano de Bergerac*; also selected comedies from Moliere, Beaumarchais, Marivaux, Labiche et Martin.

French 10. FRENCH NOVELS. 1 unit.

MISS HART.

This course is devoted to the readings of French novels from the Romanticists and the Realists, with collateral criticisms and comments from lectures published and illustrated in "*Le Journal de l'Université des Annales politiques et littéraires*."

The novels are selected from school editions of Chateaubriand, Lamartine, Daudet, Dumas, Balzac, Sand, Merimee, Daudet, Anatole France.

French 11. SHORT STORIES. 1 unit.

MISS HART.

This course draws from the storehouse of Fabliaux, Fairy Tales, Contes de La Fontaine, Legends, Tales of France and of the Provinces, and Short Stories from the Naturalists and Realists, such as Flaubert, Zola, de Maupassant, Coppée Loti, France, Claretie.

Supplementary comments are read from current French Magazines.

Latin 1. VERGIL 1. 1 unit.

MR. WINSTEAD.

Books 1 and 2 of the Aeneid. Critical study of the poetic style in contrast with prose; especial study of Vergil's figures of speech. Greek nouns declined. All important myths studied. Attention given to the author's three phases of character embodied in the hero; personal uprightness, loyalty to gods, and patriotism.

Textbook: Knapp's *Vergil*, \$1.40.

Prerequisites: Three high school units.

Latin 2. VERGIL 2. 1 unit.

MR. WINSTEAD.

Continuation of Vergil 1: books 3, 4 and 6. A careful study in book 6 of Roman religion and notion of afterlife.

Textbook: Knapp's *Vergil*, \$1.40.

Latin 3. OVID AND LIVY. 1 unit.

MR. WINSTEAD.

Metamorphoses of Ovid and Livy Book XXI. Constant review of forms and laws of syntax. Comparison of Greek story of the creation with other accounts. Sight reading. A study of Livy's style and peculiar treatment of narrative as a historian. Emphasis laid on Latin idiom and its translation into choice English. Quality is an essential in this course.

Textbooks: Peck's *Ovid*, 50 cents; Cape & Melhuish's *Livy*, 50 cents.

Prerequisites: Vergil 1 or 2.

Latin 5. SALLUST AND CICERO. 1 unit.

MR. WINSTEAD.

Sallust's Catiline and Cicero's Laelius de Amicitia. Careful study of Sallust's style with reference to his balance of phrases and his use of chiasmus; also his use of obsolete terms. Sight reading. Study of Cicero's philosophy of life.

Textbook: Herbermann's *Sallust*, 60 cents.

Prerequisites: Any two of the preceding courses.

Latin 7. THE TEACHING OF LATIN. 1 unit.

MR. WINSTEAD.

A study of modern methods of teaching Latin with reference to subject matter and room equipment. A careful study of the best manner of presenting the elements of Latin. Various texts are examined and current classical magazines are studied. Roman life and customs are studied as a basis for adding interest to classroom work.

Prerequisites: Three normal units of college grade.

Manual Training 5. MECHANICAL DRAWING 1. 1 unit. MR. HOPPER.

A course covering the fundamentals of mechanical drawing. It consists of twenty-four plates as follows:

1. Freehand lettering.
2. Lining straight lines.
3. Lining curved lines.
4. Section lining.
5. Geometrical construction.
6. Geometrical construction.

7. Projection of block with perspective.
 8. Projection of block at 30° angle with isometric.
 9. Projection of rectangular and triangular blocks.
 10. Projection of hexagonal pyramid with development of surface.
 11. Projection of pyramid lying on side.
 12. Truncated pyramid with development of surface.
 13. Truncated cone with development of surface.
 14. Intersection of surfaces, cone and cylinder.
 15. Intersection of surfaces sphere and triangular prism.
 16. Intersection of surfaces sphere and cylinder.
 17. Intersection of surfaces sphere and cone.
 18. Roof projection.
 - 19, 20, 21. Roof projections.
 22. Working drawing from object.
 - 23, 24. Working drawings from objects.
- Supplies needed: Set of drawing instruments, drawing board, 1 square 45° triangle 8 inches, 60° triangle 10 inches, triangular scale, 4 H lead pencil, waterproof ink, ball-pointed pen, and paper.
- Textbook: Crenshaw & Phillips's *Mechanical Drawing*, 80 cents.

Manual Training 6. MECHANICAL DRAWING 2. 1 unit. MR. HOPPER.

A continuation of course 1 with introduction to machine drawing. This course also consists of twenty-four plates as follows:

1. Lettering freehand and with instruments.
- 2, 3. Shading.
4. Development of elbow joint.
5. Isometric of circles.
6. Isometric of crank shaft.
7. Projection and isometric of bolt and nut.
8. Helix and threads.
9. Conventional threads.
10. Square head bolt and nut.
11. Hexagonal bolt and nut.
12. Coiled springs.
13. Cap screws.
14. Set screws.
15. Machine drawing from object crank.
16. Solid wrench.
17. Wrench.
18. Pulley.
- 19, 20, 21, 22. Smoothing plane or valve.

23, 24. Working drawing with details.

Supplies and textbook: Same as for course 1.

Mathematics 1. COLLEGE ALGEBRA 1. 1 unit. MR. PRATHER.

A good course in high school algebra is a prerequisite for this course. A hasty study of higher forms of factoring, a thorough review of the quadratic and linear equation and a thorough study of graphs will comprise the first half of this course.

The latter half of the course will cover progressions, mathematical induction and the binomial theorem.

Textbook: Hawkes's *Advanced Algebra*, \$1.40.

Mathematics 2. COLLEGE ALGEBRA 2. 1 unit. MR. HEDGES.

The topics covered in this course are higher graphic solutions, including Homer's process, choice and chance, solution of equation by the use of determinants, and permutations and combinations. Much practical work is required.

Prerequisites: *College Algebra 1*.

Textbook: Fite's *College Algebra*, \$1.25.

Mathematics 3. TRIGONOMETRY 1. 1 unit. MR. HEDGES.

A study of the trigonometric functions as applied to the solutions of triangles. Practical measurements without transit, such as laying off tennis courts, basket ball courts, etc. The solutions of right and oblique plane triangles.

Textbook: Wentworth-Smith's *Plane Trigonometry*, \$1.40.

Mathematics 5. ANALYTICAL GEOMETRY. 1 unit MR. HEDGES.

This course, as its name implies, is algebraic geometry. It cannot be attempted without a good knowledge of algebra (including graphs) and geometry. Many geometric propositions are proven algebraically and many problems too difficult for geometry are solved.

Textbook: Ashton's *Plane Analytics*.

Mathematics 9. TEACHING ARITHMETIC. 1 unit. MR. PRATHER,
MR. HEDGES.

This course is more advanced than can be attempted in high school. Speed and accuracy are essential to its completion. The proper use of the units and of complete analysis of all work is insisted on. The work is not only intensive but extensive. Fundamental principles are gained which give the prospective teacher

confidence in teaching arithmetic. Careful attention is given to the theory and practice of teaching arithmetic in the various grades.

Textbooks: Sisk's *Foundation of Higher Arithmetic*, 70 cents; Smith's *The Teaching of Arithmetic*.

Natural Science 1. PHYSIOLOGY. 1 unit.

MISS KOGER.

This is an advanced course that deals with the general subject matter of physiology, and with methods of presenting it to the class. Special points of emphasis are: the living material of the body; typical structure of organs; the function of the different systems of the human mechanism; the co-operation and co-ordination of the work of these systems; nutrition, and nutritive value of foods; the thermal phenomenon of the body.

Textbook: Hough and Sedgwick's *Elements of Physiology*, \$1.40.

Natural Science 2.. HYGIENE AND SANITATION. 1 unit. MR. WILLIAMSON.

The course opens with a consideration of personal and community hygiene, including urban and rural sanitation. Particular attention is given to the following topics: Cleanliness in home, yard, factory, dairy, street and public places; disposal of refuse and sewerage; the sanitary and dry toilets, and soil pollution; the septic tank and its construction; drainage and mosquito destruction; the house fly as a disease carrier; the rat and other dangerous rodents.

Textbook: Hough and Sedgwick's *Hygiene and Sanitation*, \$1.40.

Natural Science 3. SCHOOL AND SOCIAL HYGIENE. 1 unit. MISS NEWELL.

(a) This is a course in the hygiene of the school, and in school-house and classroom sanitation. The following topics are studied: Play and playgrounds; location and construction of school buildings; lighting, seating, school baths and the water supply; school toilets; air and ventilation; heating; defects of eye, ear, teeth, and speech; fatigue; the exceptional child; medical inspection; cleaning the school room, and disinfectants.

(b) Twenty hour-lessons are given to a discussion of social hygiene. The meaning, need and scope of the subject are presented, followed by a study of the problem in its larger aspects, the teacher, suitable books for teacher and students, sex-instruction adapted to the several periods of life of each sex, and a brief history of the social hygiene movement in the United States.

Textbooks: Dresslar's *School Hygiene*, \$1.35; and Bigelow's *Sex-Education*.

Penmanship. 1 unit.

MR. DOMINIQUE.

Probably no other reform in a branch of elementary education has ever in so short a time aroused greater or more widespread interest among public educators than muscular movement writing. A wonderful change has taken place in sentiment among school officials and teachers, and the requirements are becoming definite and rigid. The demand for special training comes from three sources: from superintendents who require result-producing work on the part of their teachers; from the teachers who wish to teach muscular movement writing as well as other subjects; and from those who foresee the opportunity for the specialist.

The purposes of the course are to train teachers for positions as supervisors of writing; to show supervisors of writing in elementary schools whose work has not been quite successful how to raise the standard of writing; and to train grade teachers in muscular movement writing. The course is valuable to teachers of all grades, as it applies directly to every phase of the grade teacher's work.

The course consists of sixty lessons and is completed when a skill of 90 on the Ayres adult scale has been attained. At the end of each week the student is required to send in all exercises prepared. These are carefully examined and criticised, and are returned for added practice with instruction. No exercise is dropped until the required proficiency in such lessons has been attained.

Cost of material for the course is approximately \$1.25.

Physical Science 1. GEOGRAPHY. 1 unit.

MISS GAULDEN.

The purpose of the course is (a) to train the student to observe the world in which he lives, to note the forces that mould it, and to reason accurately upon the phenomena observed, always tracing the relation between cause and effect; and (b) to prepare the student to teach the subject of geography in the schools of the State. It includes a study of the scope of the aims and content of the subject for the different grades; map reading, supplementary material in the way of present day geographic conditions in current events, and the development of nations as determined by geographic conditions.

Physical Science 2. GEOGRAPHY 2. 1 unit.

MISS GAULDEN.

The purpose of the course in (a) to present the races of mankind, their homes, industries and habit so as to lead the student to wider sympathies and broader views; and (b) to trace the relation

between geographic conditions and life responses. The course treats of interdependence among the nations of the world; of the industrial progress and the influence of climate, topography, social conditions, manufacturing and transportation facilities and financial conditions upon this progress.

Textbook: Brigham's *Commercial Geography*, \$1.35.

Social Science 1. MODERN EUROPEAN HISTORY. 1 unit. MISS RAYMOND.

This course presents a preparatory study for the understanding of present-day topics. It was the eighteenth century which set the problems of progress and suggested their solution. It is for modern thought to work them out in detail and make their application.

The course deals with: the rise of Russia and Prussia; the struggles of France and England for colonial and commercial supremacy in India and America; the "Old Regime" in Europe and the forces working for reform; France before, during and after the French Revolution; the rise and fall of Napoleon, down to the Congress of Vienna, 1815. The territorial changes, national policies and economic conditions are presented as necessary for a fuller understanding of more modern times.

Library references supplement the textbooks.

Textbooks: Robinson and Beard's *The Development of Modern Europe*, Vol. I, \$1.60; Robinson and Beard's *Readings in European History*, Vol. I, \$1.60.

Social Science 2. MODERN EUROPEAN HISTORY. 1 unit. MISS RAYMOND.

This course begins with the reconstruction of Europe after the Congress of Vienna. The ideas bequeathed by the French Revolution are dominant factors for study in this course. The great political, economic, social and scientific changes which mark modern times are followed. The era of Metternich; the Industrial Revolution; the formation of the Italian Kingdoms and the German Empire; the new Russia; the dismemberment of the Turkish Empire; the spread of European civilization in Asia and Africa. Attention is given to the governments of the leading European states. The study of world problems, international relations and movements of to-day lead up to the outbreak of the World War of 1914.

In addition to the text, reading of the newspapers and current periodicals form an interesting and valuable part of the course.

Textbooks: Robinson and Beard's *The Development of Modern*

Europe, Vol 2, \$1.60; Robinson and Beard's *Readings in European History*, Vol. 2, \$1.60.

Prerequisite: Social Science 1.

Social Science 3. THE UNITED STATES BETWEEN 1829-1900. 1 unit.

MISS FELTUS.

A thorough study is given to the five periods into which the subject is divided. First there is a troubled period of critical change, during which Jackson and his lieutenants introduce the "spoils system" of appointment to office, destroy the great Bank of the United States, and create a new fiscal policy; during which the tariff question discloses sectional divergence, and increases the number of unstable compromises between North and South; when a new democratic spirit of national purpose and power comes on the stage, at the same moment with the spirit of nullification and local separateness of feeling. Then the slavery question emerges into prominence; there is a struggle for new slavery territory. Texas is added to the Union, and the Mexican war is fought. That war resulted in the acquisition of a vast territory, and the old question of slavery in the Territories is re-opened, leading to the questionable Compromise of 1850, and finally to the repeal of the Missouri Compromise. Then there is secession and civil war. Reconstruction and a new Union follow, and the government is rehabilitated.

Textbook: Wilson's *Division and Reunion*, \$1.35.

Social Science 6. THE WORLD WAR. 1 unit.

MISS RAYMOND.

This course is offered in the belief that education is the only basis upon which can be erected a successful democracy, and in the spirit of co-operating in the "Campaign of Patriotism Through Education." It is designed to meet the needs of students who are to become teachers. Its aim is to give a more accurate knowledge, a broader and deeper understanding of the forces that brought to a focus this great cataclysm.

The course requires the reading of many of the late war books, government bulletins, current periodicals, speeches and views of the leaders of the world thought; and includes a study of the causes and aims of the war (Allied, American and German); historical backgrounds of the war; Pan-Germanism as an aggressive plan of Germany and Austria; the Austro-Servian controversy; violation of Belgium's neutrality; world-wide character of the war; campaigns and leading events; important personages; the various

peace proposals; the probability of a lasting peace; after-the-war needs.

The following will be used as guides for the course:

National Security League: *Handbook of the War*, free; Harding's *Study of the Great War*; Hart's *America at War*.

Committee on Public Information: *War Cyclopedia*.

References of required reading: Cheradame's *The Pan-German Plot Unmasked*; DeVischer's *Belgium's Case*; Bernhardt's *Germany and the Next War*; Ian Hay's *Getting Together*; Norman Angell's *The Great Illusion*; Leonard Wood's *Our Military History*.

Social Science 18. RURAL SOCIOLOGY. 1 unit.

MR. GRAYBILL.

This course takes up a study of the evolution of rural social conditions, the relation of physical environment to the several types of communities, economic and other causes which underlie changes in population, the present condition of rural communities, and existing rural social organizations, their functions, efficiency and present status. The influence of such factors as production, transportation, communication, land tenure, sanitation, and rural social, religious and educational organizations upon the general welfare of rural communities, the improvement of such influence, and the use of the survey to ascertain rural social needs are topics which receive careful consideration.

Textbook: Gillette's *Constructive Rural Sociology*, \$1.80.



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